



**UNIVERSITY OF THE
INCARNATE WORD[®]**

INSTRUCTIONAL TECHNOLOGY

RUBRICS

Advantages for Using Rubrics

- Rubrics can help instructors get a clearer picture of the strengths and weaknesses of their class. By recording the component scores, instructors can identify those skills or concepts that need more instructional time and student effort.
- Grading rubrics are also valuable to students. A rubric can help instructors communicate to students the specific requirements and acceptable performance standards.
- When assignments are scored and returned with the rubric, students can more easily recognize the strengths and weaknesses of their work and direct their efforts accordingly.

Creating Rubrics

Rubrics are made up of rows and columns.

- ☐ The rows correspond to the various criteria.
- ☐ The columns correspond to the level of achievement expressed for each criterion

*A description and point value for each cell in the rubric defines the evaluation and score.

Blackboard Rubrics can be linked to the following tools:

- Assessments
- Assignments
- Blogs and journals
- Wikis
- Discussion board forums and threads

Creating a Blackboard Rubric

- Log into your **Blackboard Course(s)**
- On the **Control Panel**, expand the **Course Tools** section and click **Rubrics**.
- On the **Rubrics** page, click **Create Rubric** on the action bar.
- Type a name and optionally, provide a description the rubric.
- Edit the rubric grid.
- Click **Submit**.

Rubric Discussion Sample 1

Criteria	Levels of Achievement			
	Excellent	Good	Poor	No Evidence
Initial Post - Original Thought/Contribution	1 Points Well-developed ideas, including introduction of new ideas; stimulates discussion. No mechanical issues.	0.5 Points Ideas are mostly well-developed, but new ideas are not introduced into the discussion or ideas do not stimulate discussion. Mechanical issues may exist.	0.25 Points Partially developed ideas; sometimes stimulates discussion. Mechanical issues exist.	0 Points Did not complete.
Initial Post - Development of Thought	1 Points Clear evidence of critical thinking - application, analysis, synthesis, and evaluation of topic content. Posting is characterized by clarity of argument, depth of insight into issues, originality of treatment, and relevance to course content. Posting provides clear references to assigned readings and articulate responses to discussion questions, sometimes including unusual insights.	0.5 Points Some critical thinking is evident, but could be improved with more application, analysis, synthesis, and evaluation of topic content. Posting tends to address peripheral issues. Could be improved with stronger analysis and more creative thought, such as in-depth critique and application of assigned readings. Some references to assigned readings are made, but overall, questions are addressed indirectly.	0.25 Points Little evidence of critical thinking; could be improved with application, analysis, synthesis, and evaluation of topic content. Posting needs more analysis and creative thought, such as in-depth critique and application of assigned readings.	0 Points Did not complete.
Response #1	0.5 Points Response posting #1 is well-developed and provides clear evidence of critical thinking with no mechanical problems.	0.25 Points Response posting #1 needs additionally development and/or does not provide clear evidence of critical thinking. Mechanical problems exist.	0.1 Points Response posting #1 provides little content beyond agreeing with initial posting.	0 Points Did not complete.
Response #2	0.5 Points Response posting #2 is well-developed and provides clear evidence of critical thinking with no mechanical problems.	0.25 Points Response posting #2 needs additionally development and/or does not provide clear evidence of critical thinking. Mechanical problems exist.	0.1 Points Response posting #2 provides little content beyond agreeing with initial posting.	0 Points Did not complete.

Rubric Discussion Sample 2

Discussion Participation Rubric

Criteria	Unsatisfactory	Satisfactory	Exemplary
Quantity and Timeliness	Does not submit at least one initial response early in the session and/or does not submit at least two peer responses closer to the end of the session. 3 points	Submits at least one initial response early in the session, and at least two peer responses closer to the end of the session. 3.75 points	Submits one initial response early in the session, and two or more thoughtful peer responses early in the session, and more than two peer responses closer to the end of the session. 5 points
Spelling and mechanics	Does not submit posts that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors. 3 points	Submits posts that have one or more grammatically incorrect sentences and two spelling errors. 3.75 points	Submits posts that contain grammatically correct sentences without any spelling errors. 5 points
Demonstrates knowledge and understanding of content and applicability to professional practice	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice. 3 points	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice. 3.75 points	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community. 5 points
Generates learning within the community	Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper. 3 points	Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper. 3.75 points	Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper. 5 points

Additional Blackboard Video Resources

- [How to Create a Rubric for Grading Student Work](#)
- [How to Grade Using a Rubric](#)



Jessica Martinez-Palacios, M.Ed.

Instructional Designer

University of the Incarnate Word

210-283-6311

LIB G-16

jemarti1@uiwtx.edu